DOCUMENT RESUME

ED 414 089 PS 026 105

TITLE	Early Childhood Education: The Young Child with Reading Difficulties (April 28-June 21, 1996). Report on Course.
INSTITUTION	Golda Meir Mount Carmel International Training Centre, Haifa (Israel).
PUB DATE	1996-06-00
NOTE	58p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Attitude Change; Child Development; *Early Childhood Education; *Emergent Literacy; English (Second Language); Foreign Countries; Instructional Materials; Kindergarten; Kindergarten Children; Learning Disabilities; Parent Attitudes; Parent Participation; Parent Teacher Cooperation; Preschool Children; Prevention; *Reading Difficulties; *Reading Instruction; Second Language Instruction; Teacher Attitudes; Teaching Methods
IDENTIFIERS	Developmentally Appropriate Programs

ABSTRACT

An 8-week course on early childhood education focusing on preventing reading difficulties was conducted and evaluated in Haifa, Israel. The course objectives were to: (1) review child development in its relationship to reading; (2) examine reading theories and teaching methods; (3) analyze the effects of the child's environment on reading; (4) practice teaching techniques; and (5) acquire strategies and tools for changing parents' and teachers' attitudes. There were 28 participants from 23 countries from Africa, Asia, Europe, and the Caribbean. Teaching methods included lectures, workshops, small group activities, professional study visits, and a re-entry workshop. Participants evaluated texts for teaching reading brought from their respective countries. Participants planned and presented reading lessons and wrote and illustrated stories for young children. Topics covered in the course included: (1) reading instruction; (2) development of language, literacy, and narrative skills; (3) teaching English as a second language; (4) cooperative learning; (5) social and emotional aspects of learning; (6) psychomotor development and sensory integration; (7) using dance and movement with children with learning disabilities; (8) parents as partners in their child's education; (9) changing attitudes; and (10) gender and development. Participants wrote a final project based on some aspect of teaching reading which could be implemented in their educational setting. In addition to the course sessions, various social and cultural activities were planned for the participants on weekends. Course evaluation results indicated that participants were satisfied with the course content and level, highly valued the opportunity to meet colleagues from different cultures, and pleased to visit the holy and historical sites of Israel. (Three appendices contain the list of participants, course schedule, and evaluation results.) (Author/KB)

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Report

Course on

Early Childhood Education—

The Young Child with Reading Difficulties

28th April–21st June, 1996

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I. General Information

Name of Course:

Early Childhood Education—The Young Child with Reading Difficulties

Implementing Institution:

The Golda Meir Mount Carmel International Training Center (MCTC)

Objectives:

On completion of the course the participants will have

- reviewed child development in its relationship to reading
- examined different reading theories and methods of teaching
- analyzed the effects of the child's environment on reading.
- practiced some techniques for teaching reading
- acquired strategies and tools for effecting change in parents' and teachers' attitudes

Dates and Duration:

28th April 1996 - 21st June 1996 (8 weeks)

Location:

The Golda Meir Mount Carmel International Training Center (MCTC), Haifa, Israel

Language :

English

Number of Participants:

28 (27 women and 1 man)

Countries of Participants:

Antigua	1	Nepal	1
Bahamas	1	Nigeria	1
Barbados	1	Poland	1
Cameroon	1	Russia	1
Czech Republic	1	South Africa	1
Eritrea	1	Suriname	1
Jamaica	2	Swaziland	1
Kazakhzstan	1	Thailand	2
Kenya	2	Turkey	1
Kyrghyzstan	2	Uzbekistan	1
Lithuania	1	Vietnam	2
Myanmar	1		

Course Staff:

	Course Director, MCTC staff; B.A. in Psychology and Sociology, Post-Graduate Diploma in Early Childhood Education (ECE); Director of ECE courses in the English language.
Mrs. Hava Karrie	Course Coordinator, MCTC staff; M.A. in Community Social Work; Lecturer on Community Development.
Ms. Bracha Steiner	Coordinator of Social Activities; MCTC staff; M.A. International Administration
Mrs. Ida Schlesinger	Course Secretary.

II. Overview

Twenty-eight participants representing 23 countries of Africa, Asia, Europe and the Caribbean participated in an eight-week course on ***Early Childhood Education—The Young Child with Reading Difficulties.***

As a result of recommendations made by the graduates of the 1995 course on the same subject, the course was repeated. In many developing countries there is a high percentage of children who repeat classes or drop out of school, frequently because they have problems with reading. The emphasis in this course was on prevention of reading difficulties rather than on curing them.

Students brought with them, from their respective countries, texts for teaching reading. These were analyzed and evaluated in the light of developmentally appropriate methodologies for teaching reading. Participants were then requested to plan and present lessons. Much emphasis was placed on the importance of reading to children and exposing them to books. In some countries, there is a dearth of children's books, so participants experienced writing and illustrating stories suitable for young children.

The teaching methods were varied and included frontal lectures, workshops and small group activities. Professional study visits complemented theoretical material.

At the end of the course, each participant wrote a final project based on some aspect of teaching reading which could be implemented in his/her educational setting.

A re-entry workshop was conducted to assist the participants to prepare themselves for a successful and effective return home and to their places of employment.

In the final written evaluation, the participants expressed satisfaction with the contents and level of the course. They highly valued the opportunity afforded them to meet colleagues from different cultures; they were equally pleased to visit the holy and historical sites of Israel.

Planning:

On a number of on-the-spot course in various countries of Africa, Asia and the Caribbean, the course director had been exposed to strategies for teaching reading to children in preschool settings. The teaching was very formal and not developmentally appropriate.

The explanation for starting this activity at age 3.5 to 4 years was that the earlier children started learning to read, the more proficient they would be when they had to pass the school entrance or 11+ examinations. Research has shown that there is no basis for such an approach and, in fact, in many countries, negative results such as a lack of motivation, repeating classes or dropping out of school and not reading for pleasure, are seen.

It was decided to plan a course in which strategies used for teaching reading in the various countries would be examined, and that together, the participants would come up with more developmentally appropriate approaches and techniques suitable to their settings. The course was designed for 25 to 30 women and men between the ages of 30 and 50, who had completed professional studies in early childhood education or elementary education in recognized institutions. They should have had at least seven years' experience in the field and should have been currently engaged as teacher trainers, curriculum planners, supervisors, program coordinators in early childhood education at the district or national level, principals of schools, supervisors or inspectors of first and second grades.

A good command of written and spoken English was essential.

Participants

(For list of participants see Appendix 1.)

From the 97 applications received for the course, 28 participants (27 women and 1 man) were chosen. For the first two weeks of the course, two graduates of previous courses at MCTC attended as observers.

In general the level was high, the students were very motivated to learn and showed interest in all the material presented.

The participants had the following educational backgrounds:

Ph.D.	8
M.A.	5
B.A./B.Ed.	6
T.T.C. or Diploma	9

The participants were employed in the following capacities:

Teachers	5
University Lecturers	1
T.T. College Lecturers/ T. Trainers	6
Supervisors/Inspectors/Special Ed. Officers/Assist. Officers/Prog. Co-Ordinators	8
Directors, Principals and Deputy Principals	4
Researchers	3
Dean of Faculty	1

Many of the participants filled dual roles e.g. teacher/trainer or trainer/supervisor etc.

The participants enjoyed the cross-cultural contact and the ensuing information exchange about early childhood education and teaching reading strategies used in the respective countries.

This was the first time that such a large group (8) of participants from Eastern Europe and countries of the former Soviet Union attended. On the whole, their scholastic

background was high, but their spoken English was not fluent and this prevented them from participating actively in the classroom discussions. It was also the first time that educators from Vietnam participated. They too were not fluent in English. Despite this problem, close friendships were formed. The members of the group were supportive of one another.

III. Course Content and Procedure

(For course program see Appendix 2.)

The course opened on April 28th. This was an orientation day with individual interviews with the course director, becoming acquainted with the library and going on a bus trip of Haifa with the Spanish-speaking students who were participating in a concurrent workshop.

On the second day, after doing some ice-breaking activities, the students divided up into small groups, according to the professional domains that they felt were most fitting. They then discussed and noted their expectations of the course. The four groups were: researchers; lecturers in universities and teacher training colleges; supervisors, education officers and trainers in the field; and teachers. After they had presented their expectations to the whole class, the course director presented the program and described the rationale that had motivated her in planning the course.

A visit was made to a family health center and a day-care center providing services for the under threes and laying the basis for healthy, holistic development.

An introductory lecture on reading was presented. This was experiential and at the end of it, the participants came up with an integrated definition of reading . For some, who had seen reading as a decoding activity only, this was a new approach and evoked much discussion.

Twice a week for the next three weeks, the participants analyzed texts, planned and demonstrated reading lessons using the different methodologies. The whole idea of "bottom up" and "top-down" approaches were fascinating and these terms were jokingly applied during the course. The Whole Language Approach was also presented. This approach stresses that listening, speaking, writing and reading are equally important in learning language.

An observation visit was made to a school which uses this approach. It also had an infant unit (kindergarten and first grade under the same roof). The participants had the opportunity to see many aspects of classroom management in this school as well:

1. Each child was obliged to do some tasks each day and was free to choose others. He/she had to plan the work schedule for the morning and to complete all the tasks. Whatever was left undone had to be finished for homework. In this way children learn to take responsibility for their studies.

2. Children worked in small, homogeneous groups. If they encountered difficulties which they couldn't solve by themselves, they consulted with friends. If this was not enough, they indicated to the teacher that they needed help, by writing their name on the blackboard. Then, when she was free, she helped them.

3. Teachers taught new material to small groups of children while the others were working.

4. There was frontal teaching with the whole group.

When the pupils were doing their obligatory tasks, they worked in the classroom. But when they chose what they wanted to do, they went into common areas, where they could meet with members of a class one grade above or below them, play educational games together, study together, etc. All available space, such as corridors and outdoor space was used.

Many of the participants became very interested in this approach and were eager to learn more about it. They used the MCTC library and even went to the university library, in order to research this topic.

Analyzing texts, planning and giving lessons formed the backbone of the course and all the participants commented that it had been very helpful to have resource persons at hand while being engaged in these activities. Many of them admitted that they had been using the same texts and planning their reading lessons in the same way for many years without really analyzing or questioning what or why they had been doing. They were aware now that there is no one "right" way to teach reading. An integration of all the available methods is the most beneficial, since children learn in different ways. What also became clear was that teaching reading is not either using the Whole Language Approach or a phonetic approach, but that an integration of both is preferable.

Children should be encouraged to express themselves in writing even if they have not yet learned to write in a conventional manner, or if they make spelling mistakes, because by doing so, they grasp the function of writing and reading. Texts that are relevant and meaningful will facilitate learning to read.

Various aspects of development were discussed in depth, such as psycho-motor development, the development of literacy, writing, language, cognitive skills, language and thinking, and emotional development. It was a revelation for the participants to learn how closely the child's emotional state and learning to read are connected.

Participants were asked to recall their own experience in the first years at school and some very sad and harrowing memories came up. This helped them to understand that reading is far more than a decoding activity and that the "whole" child should always be considered in planning curricula.

Another issue that was presented by lecturers and workshops was **teaching English as a second language**. This is a very serious problem in most developing countries, as children frequently speak a dialect at home, while at school they are taught either in the national language, or in English,-both of which are foreign to them.

Since it is strongly believed that **parents are partners** in their children's education, a number of hours were devoted to studying how to "join" with parents rather than fighting them. The Maslow triangle was used extensively to create awareness about parents', children's and teachers' needs in considering how to create harmonious and supportive cooperation between parents and teachers.

An important aspect in developing literacy and encouraging children to read is exposing them to print and reading to them. In many countries there are few children's books and they are frequently too expensive to be available to the children. The lecturer on this topic brought many children's books in Hebrew and the participants enjoyed reading them in the light of the explanations they had received about the various **formats of children's stories**. (One of the most important for small children is that stories be predictable.) It was interesting to note how accurately participants could "read" these Hebrew texts. They then wrote stories to serve as examples which could be copied by teachers, parents or older children, so as to build up a library for the children. An additional source of texts for books could be from stories that the children dictated to the teachers or wrote and illustrated themselves. A workshop was given on simple techniques for illustrating their stories. The participants enjoyed this activity very much as many of them discovered hidden talents. They realized that they could be instrumental in producing books for children to read and enjoy. Participants commented that this subject should have been presented earlier in the course so that they would have had more time to finish their books.

Participants also had a workshop on visual literacy. They learned how to design posters for parents or for use in the classroom, so as to get a clear message across in an attractive and inexpensive way.

A workshop on "**Success for All**" was presented. This program aims at successfully teaching all children to read. The children work in small heterogeneous groups, and study cooperatively. Members of the groups are given various responsibilities to keep the group functioning. This enables the teacher to then assist each group of children while the others continue to work together. A visit was made to a school using this methodology, which was new to most of the participants. This school also had a program for encouraging children's musical talents. They performed on various instruments and the choir sang a few songs. It was very impressive and enjoyed by all.

Many of the participants reported the fact that their classrooms were small and crowded, with up to 60 or 70 children with one teacher. A discussion on **classroom management** was conducted among the participants, based on all the strategies that had been observed during the visits to the various schools and kindergartens. Although no real solutions could be found, the discussion helped participants to approach the problem with an open mind, which would help to think of alternatives.

Suggestions were made about using retired teachers, grandparents or other human resources in the community to supervise the children while the teacher worked with a small homogeneous group using materials and methodologies that were developmentally appropriate.

The aim of the course was to examine strategies for preventing most reading problems. However, there are children with problems that must be remediated. A series of lectures and workshops were given on **learning and reading disabilities**. Participants were given the opportunity to experience what it was like to have visual and tactile perceptual problems. The aim of this exercise was to help them understand what children with learning disabilities have to cope with in learning to read, and to

recognize the fact that these children really do have problems and are not being naughty or lazy. They discussed tools for diagnosis and treatment of learning disabilities. It was important to stress that after these few sessions, participants were made aware that specialists need to diagnose and create remedial programs for the children.

The participants were interested in learning about the **developmental neurological approach**. This approach strives to understand why children do not function at their maximum level and seeks the reasons for behaviors in a lack of sensory-motor perception, and integration and dysfunction of the labyrinth system. It believes that if the children are given controlled stimulation and practice in these areas, their functioning, and therefore their learning, will improve. Each child is screened at the age of four, a map of the group is created and remedial programs are planned for the group and individual children.

A lecture on sensory-motor integration was the basis for the observation visits made to a kindergarten of four to six year olds, and first and second grades, to see this program in action. The participants were very impressed with the variety of activities provided for the children, which used low cost/no cost materials. A workshop on the use of movement as a tool for treating learning disabilities was subsequently conducted.

The participants visited a learning disability center to which children come in the morning or afternoon to receive help with their problems. This kind of center enables them to remain in their regular school setting. The services of remedial teachers, speech, music, movement and drama therapists are available.

Since it was hoped that the participants would like to effect changes in their various work settings upon their return home, a number of sessions were held on **introducing changes in teachers' and parents' attitudes**. Through very interesting and participatory activities, they examined aspects of taking and having power, of

negotiating and of motivating parents and teachers to cooperate for the good of their children.

The participants visited a very underprivileged village, where an in-service program for training teachers to teach reading is being implemented. The difficulties in changing the teacher's attitudes were exposed. Since the teachers felt ashamed of working in this village and felt that it was the children's fault that they were not learning to read, not much success was seen. The participants felt that this exposure had been very important to them because of the similarity of attitudes among their teachers.

The formal professional part of the course concluded with a question and answer session with the National Director of Pre-school Education of the Ministry of Education. The participants were interested to know about her role in the system, about preschool and in-service training for kindergarten teachers and what motivated the teachers to go to study.

Observation visits were made to various kindergartens and schools to illustrate what was being discussed in the classroom. One of the issues that was repeatedly brought up was the transition from kindergarten to school where the methodologies of teaching are so different. A visit was made to an infant unit—kindergarten and first grade under the same roof—using the Whole Language Approach, as one model for overcoming this problem, and other alternatives were discussed.

A visit to Oranim Teacher Training College was made, where a lecture was presented on the training of kindergarten teachers. The participants also had the opportunity to observe the free flow approach in the demonstration kindergarten.

The participants were particularly impressed with the pedagogic center to which the kindergarten teachers and students in training come to be advised and prepare

teaching/learning aids. At a small expense, the teacher can prepare very attractive and effective teaching/learning tools.

A week was set aside for following **special interests**: individual study in the library, meeting with experts, visiting educational settings and consulting with resource people for writing their individual project proposals. These were for some small project that the participants themselves would be able to implement in their own settings. Some of the subjects chosen by the participants were reading readiness programs, writing children's books, the whole language approach in the classroom, parental involvement, etc.

These project proposals were presented orally to the Director and Deputy Director of the MCTC, the Director and Coordinator of the course, and the course participants. Feedback was given.

At a summing up session the participants in their original groups compared their initial expectations and what they had learned during the course. Most of their expectations had been met, and many ideas had been included in their repertoire for solving their problems. They then divided into geographic groups to discuss what they could take back and implement in their own countries.

Participants from Africa said that they wanted to:

- encourage parent-teacher partnerships and have parents involved in the reading process.
- have an educational psychologist for each school, in order to prevent emotional problems from developing in the children
- organize workshops and in-service training for teachers to improve their teaching strategies, especially in whole language.

- establish teachers groups and pedagogic centers for producing materials
- organize classrooms differently, with a variety of activities, to create a rich reading program.

The participants from Asia had different needs:

Participants from Vietnam wanted to:

- set up a language program for rural areas
- examine their teaching approach of 4-5 year olds so that teachers could understand that children have individual differences, that play is important and that there should be many activities in the kindergarten.
- set up research programs for children with learning disabilities.

Participants from Thailand wanted to:

- use the playground for sensory motor development of the children.
- use a combination of whole language and phonetics in teaching the Thai language.
- change teachers' attitudes to their role as teachers

The participant from Nepal wanted to

- encourage the parents to send the children to the kindergarten.
- have less traditional teaching methodologies in school and to have more play

  make low-cost materials

The participant from Myanmar wanted to

- write an article on reading and writing readiness for parents and teachers to read

- introduce small group work, create a literacy environment
- organize a workshop for parents and teachers to make low cost materials

The participant from Turkey wanted to

- write a book about teaching methodologies for student teachers
- understand more about children's development and the contribution of story books for learning to read
- create a center for children with learning disabilities

Russian-speakers

(Russia, Lithuania, Poland, Czech Republic, Kyrgyzstan, Khazakstan, Uzbekistan)

They all came with the same professional background, but there was a large gap between theory and practice. They were aware of children's needs and the fact that each child is an individual, but they do not see this in the schools in their various countries. They wanted to emphasize:

- changing the focus from teacher-centered teaching to child-centered learning so that the children could become independent and self-confident
- small group teaching as well as frontal teaching
- the fact that the parents should not be seen as second-class citizens, but should be involved as partners and as a source of knowledge
- enabling teachers to let the children be spontaneous

Caribbean:

They had to take into consideration the realities of their situation, which was that the classes are very crowded, there is little space, there are no teaching aids and the teachers have to prepare children for the 11+ examination. Another difficulty is that for most children English, which is the language of instruction in the school system, is their second language. The participants said they would like very much like to

- introduce cooperative learning in groups.
- stress sensory motor development
- use more art activities in the classroom
- integrate whole language into what is already being used in the classroom
- encourage more parental involvement
- put more emphasis on dealing with reading difficulties
- have more gender education

The participants also attended a stimulating workshop, ***Gender and Development***, given by Mrs. Fannette Modek, Director of MCTC. The participants analyzed the gender roles of men and women in their societies, how these are influenced by religion, class, age, ethnicity and national goals.

Then, in regional groups, they charted the care and education parents give to boys and to girls from infancy to adolescence. They examined the gender differences and drew conclusions about the need to change parents' and teachers' attitudes so that both boys and girls develop self and mutual respect, a sense of worth and confidence in themselves. The participants were concerned with the recurring problem of teenage pregnancies and irresponsibility of teenage boys.

Some of the groups also mapped out the practical and strategic (long-term) gender needs of women and men in their cultural environments.

During the course a number of art activities were conducted to make the group more cohesive. At the Oranim Teacher Training College, the participants had an art happening together with a group of Israeli students.

On the last day, the participants were exposed to a **re-entry program** which is designed to remind them of all the experiences they had had as a group or individually during the past eight weeks, and to make them aware of the changes that may have taken place within themselves, and on the other hand that their colleagues at home had not undergone similar experiences during this period. In light of this it was stressed that any changes introduced by them be made slowly and cautiously, when and if at all possible.

The participants expressed their feelings regarding the living in the multi-cultural group and the enriching experience they had had professionally and socially.

IV. Social and Cultural Activities

This course fell during Shavuot, the Feast of the Tabernacles. The participants had many opportunities to learn about Israel's history and culture and share these events with Israelis. A number of talks and discussions were held on the geo-political situation in Israel. Many questions were asked and the participants were satisfied with the explanations given.

Excursions were made to Galilee, Jerusalem, the Dead Sea and Massada. While in the Negev, participants had the opportunity to learn about the Bedouins, their traditions and way of life. They visited some kindergartens and heard about the special training for women to be preschool teachers to educate the children while preserving their culture.

The trainees were pleased with the opportunity to visit Israelis in their homes and would have enjoyed more of this.

V. Special Problems

The fact that some people didn't understand English perfectly and could not express themselves fluently was problematic in conducting discussions in the classroom.

VI. Accommodations

The participants were housed at the MCTC Center; each room was shared by two trainees. Weekly laundry service was provided and the participants were generally satisfied with the conditions.

All participants were medically insured with a Sick Fund and had free access to the doctor as the need arose.

Bus transportation was provided for study tours and trips, and was found to be satisfactory.

VII. Evaluation by the Participants

Midway through the course the participants were interviewed by the Director of MCTC. They expressed their satisfaction with the theoretical program, the professional observation visits and with the accommodations.

Because many of the participants were not fluent in English, it was not possible to conduct oral feedback sessions. Instead, participants wrote weekly journals, which enabled the director of the course to monitor their understanding of the material being presented for study and the way it suited their needs.

At the end of the course they completed a Final Evaluation Questionnaire (See Appendix 3.)

Generally speaking, the participants were highly satisfied with the different aspects of the course: Workshops, lectures and study visits were considered relevant and complemented one another and were well balanced. The trainees were especially impressed by the methodology used by most of the lecturers which encourages active student participation.

For some the material was familiar, but the way it was presented and the discussions in small groups that followed cast a new light on it and stimulated them to review their knowledge.

The course curriculum was comprehensive and the presentations were good although some of the lecturers were not proficient enough in English. The course was practical and material can be applied. The extensive use of low cost material in the kindergarten was thought provoking.

Upon their return they would share their newly acquired knowledge with their colleagues, run workshops for teacher and parents. Teachers would try to incorporate new ideas into their curricula, would change the environment in the classroom and change their teaching styles.

The accommodations were satisfactory and so was the food. The library was excellent and the selection of books and articles was wide and varied.

The participants were impressed with the sense of duty of the Israelis, their hard work, friendliness and helpfulness. Most of all, they were impressed that ECE is free and compulsory and is part of the education ladder for which the Ministry of Education is responsible.

For some, the approaches and methodologies observed in Israel strengthened their beliefs in their own professional attitudes.

The special interest week was very beneficial, gave them time to reflect, study and write their projects. The time was well used by the participants. They all felt that they had needed the time for individual study, reflection, meeting resource people, revisiting educational settings and writing their projects. Some felt that they had not had enough time for reflection during the course, as the program was very intensive.

It was agreed that having to prepare the final project and present it orally, as well as in writing, was important. It enabled them to integrate the material learnt during the course and prepare themselves for their work in the future. Participants who presented the same topic prepared the presentation together and this they found enriching.

There were problems in using the computers for typing the projects, as many participants were not proficient in using the software available at MCTC.

The re-entry session that dealt with the participants returning to their families and their work setting was very important to them. It gave them the opportunity to reflect and prepare themselves mentally and emotionally.

VIII. Evaluation by the Staff

The level of the group was high, the participants were eager to learn. They were a very mature group of people and because of this, there was an atmosphere of openness and acceptance, which is very important in such a multi-cultural group, where not everyone is fluent in English.

The fact that a relatively large number of participants were not fluent in English made it difficult to conduct verbal feedback and in some cases, to estimate their level of knowledge. The Russian-speakers were always together in the small group discussions. This was an opportunity for those who didn't understand the lectures, to clarify what had been said. But it meant that they did not share their knowledge and experience with others in these situations.

The Russian-speaking group was highly educated and should there be a similar situation in future courses, special seminars should be conducted for them with a Russian-speaking facilitator.

The library facilities were very good. The librarian was most helpful in finding materials for the participants, many of whom spent very long hours reading and studying.

Most of the lecturers were high level, were well received and managed to establish very good communication with the students, although some of them were not absolutely fluent in English. This is a problem and lecturers will have to be more carefully selected in future.

Some lectures on computer literacy should be included in this course.

The special week proved to be very beneficial, and the higher the level of the participants, the more time they need for reflection, individual study and special interests. Time should be given for this during the course as well.

On the whole, it was a positive experience for everyone.

It is highly recommended that this course be repeated in the future, but that the name be changed to "Preventing Reading Difficulties". The current name is misleading.

IX. Comments by Mrs. Fannette Modek, MCTC Director

Twenty-eight participants from twenty-three countries was a record proportion at MCTC. The large number of applicants made it possible to form regional and sub-groups, so that no participant felt isolated. Thanks to the OAS travel grants, a group of Caribbean educators were also present. In spite of the cultural diversity, all pointed to the rigid frontal educational system practiced in their countries at the preschool level.

Israel has much experience to share with educators from abroad. An exceptional variety of models and approaches can be observed, and these served as sharp stimulus for the refresher exercise—the course.

The course director and coordinator are to be praised for the positive learning atmosphere created in the group.

We look forward to continuing contact with our trainees, especially from Central and Eastern Europe, whose educational systems and culture are relatively new to us.

The Thai-Israel Friendship Association has already extended a request for an OTS course, this time in the underdeveloped northeastern region of Thailand.

In order to satisfy the requests of our graduates for follow-up contacts, we must enlarge our "reservoir" of English-speaking lecturers working in MCTC courses.

X. List of Lecturers

Zehava BIGMAN, M.A.
Learning Disabilities Specialist

Yehudit EIN-DOR, M.A.
Early Childhood Educator and Researcher

Noa ELIAS, Ph.D.
Educational and Clinical Psychologist

Michal FINKLESTEIN, M.A.
Social Worker and Parental Counselor

Hava GILON, M.A.
Fabric Designer and Book Illustrator

Janet GINO, M.A.
Industrial Designer

Vered GINSBERG, M.A.
Staff, Melel, Language Laboratory

Haggith GOV-ZIV, M.A.
Pre-school Educator and Lecturer

Tamar HAZUT, M.A.
Art Therapist

Hava KARRIE, M.A.
Social Worker, MCTC Staff

Yael LICHTER, M.A.
Reading Disabilities Specialist

Anat MEROM, M.A.
Teacher of English as a Second Language

Rina MICHALOWITZ, Ph.D.
National Director, Preschool Education, Ministry of Education

Ruth NEBAT-GAL, M.A.
Specialist in Early Childhood Literacy

Ana SANDBANK, M.A.
Staff, Melel, Language Laboratory

Ety SCHAHAR SIMAN TOV, M.A.
Occupational Therapist, Movement Therapist

Bruria SHAEDEL, Ph.D.
Expert in Language Arts and Teaching Methods

Esther TOVLI, M.A.
Reading Disabilities Specialist

Rachel YIFAT, Ph.D.
Speech and Language Therapist, Lecturer, Beit Berl T.T. College

Hanita ZIMRIN, Ph.D.
Social Worker, Israel Association for Child Protection

THE GOLDA MEIR MOUNT CARMEL INTERNATIONAL TRAINING CENTRE
12 David Pinsky Street, Haifa 34351, Israel

COURSE on EARLY CHILDHOOD EDUCATION - THE YOUNG CHILD WITH READING DIFFICULTIES
28 April - 21 June, 1996

List of Participants

COUNTRY	NAME	EDUCATION	POSITION & EMPLOYER	ADDRESS
ANTIGUA	Ms. Ernice Sebastian	Dip.in Educ.	Assistant teacher Golden Grove School Min. of Education, Tel: 462-1269	Golden Grove, St. John's Tel: 461-1864
BAHAMAS	Ms. Evelyn Rolle	MSc Ed	Education Officer, Primary Language Arts, Ministry of Education and Training Shirley Street, Nassau P.O.Box N3913 Tel: 3228140	P.O.Box 919 Nassau Tel: 3645622
BARBADOS	Mr. Lee Geoffrey	LCP Reading	Supervisor, Dev. and Remedial Educ. Unit, Min. of Education Jemmott's Lane, St. Michael Bridgetown Tel: 427-3272	Vault Road, Welchman Hall St. Thomas, Bridgetown Tel: 438-6126/438-6783
CAMEROON	Ms. Lydie Ateh Moma	LCP	Provincial Pedagogic Inspector for Nursery Ed., Min. of Education Tel: 00-237-36-1507	P.O.B. 248, Bamenda, N.W. Province Tel: 00-237-36-3211

Appendix I

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ERITREA	Ms. Alganesh Tesfazghi		Prog. Coordinator of Kindergartens TESFA Assoc., POB 4102, Asmara Tel: 121657; Fax: 2911126785	POB 4102, Asmara Tel: 161666
JAMAICA	Ms. Helen Brown	ECE BSc	Special Educator, Resource Room teacher testing & planning IEP for elementary grades, Hillel Academy Prep. 51 Upper Mark Way,Kingston 8 Tel: 925-1980	45A Upper Waterloo Road, Kingston 8 Tel: 924-1579
"	Ms. Nadine Scott	PhD (Art Ed. & Cultural Anthropology	Head Art & Crafts Dept., Teaching Practice Supervisor, (EC & Primary), Research Supervisor/lecturer St.Joseph's Teachers College 16 Old Hope Road,Kingston 5 Tel: 809-926-6659	16 Old Hope Road, Kingston 5 Tel: 809-929-0488
KAZAKHSTAN	Ms. Meruert Ermenova'''	TTI	Teacher trainer and speech therapist; reading and writing difficulties, Rep.Centre for Social Adaptation and Labour Rehabilitation (Centre SATR) 273a Baizakow Street, Almaty 480010 Tel: 3272-428671; Fax: 3272-509474	34 Abai-Avenue, fl.114 Almaty 480072 Tel: 3272-671125

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KENYA	Ms. Dorothy Mwangangi	TTC	Teacher Trainer & Preschool Education Coordinator Teacher's Service Commission Machakos DICECE, POB 28 Tel: 0145-2007	P.O.Box 52, Machakos
"	Ms. Jane Odemba Muthoni	TTC	Principal KESCO Training College for preschool/nursery Kinyago Dandora School, POB 25915, Nairobi Tel: 790946	POB 25915 Nairobi Tel: 541871
KYRGHYZTAN	Ms. Ainura Moldokuleva	Ped. Instit. Dip.	Deputy Director of Educ. School No.61, 77 Abai Street, Bishkek Tel: 423458	107 Jantoshev Street Bishkek Tel: 470431
"	Ms. Vasilenko Dinara	Univ. Diploma	Teacher of 6 yr olds School Lyceim, 77 Abai Street, Bishkek Tel: 423458	Mr. 7 House, N29/21 Bishkek 720028 Tel: 476486
LITHUANIA	Ms. Regina Labiniene	Pedag.Instit.	Methodologist, Lithuanian Inservice Teacher Training Institute, Primary Education Department Didlaukio 82, Vilnius 2057 Tel: 772840	S.Staneviciaus 52-29 Vilnius 2029 Tel: 476459
MYANMAR	Ms. Rosy Maung	B.Sc Chemistry Masters Degree	Director Dept. of Christian Education Myanmar Baptist Convention 143 Minye Kyaw Swa Road, Yangon Tel: 95-01-221465	143 Minye Kyaw Swa Road P.O.Box 506, Yangon

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NEPAL	Ms. Bidhya Shah	BA	Pre-primary Principal teacher, Nepal Chn's Org. Bal Mandir Bhairahawa Rupendhi	6/646 Karnabath SI.NA.PA Bhairahawa Rupendhi, Lumbini Tel: 21352
NIGERIA	Ms. Amina Ndatsu	B.Ed	Principal Education Officer, i/c UNICEF ECE project Min. of Education (HOTRS), Minna, Niger State Tel: 066-222875	S.E. 17, Kuta Road, Minn Niger State Tel: 066-222980
POLAND	Ms. Anna Jakubowicz	M. of Pedagogy Doctor of Pedagogy	Scientific research worker, lecturer, primary education, Pedagogical University Ul. Chodkiewicza 30 85-064 Bydgoszcz Tel: 411424	Sktodowskiej Curie 62/48 85-733 Bydgoszcz Tel: 420859
RUSSIA	Ms. Marina Kouznetsova	Moscow Ped.Univ. Dip.of Higher Ed. Dr.of Pedagogy	Scientific researcher, Institute of General Secondary Education Centre of Primary Educ. Pogodinskaja St. 8, Moscow Tel: 246-4994 Teacher, reading and writing for 5-yr olds, speech therapist	142432 Tsentralnaja St. 22/238 Chernogolovka
SOUTH AFRICA	Ms. Sonia Shipalana Johanna	TTC	Remedial Specialist Responsible for school prog. Courses for primary school teachers; Dept. of Education, Ritavi Area Office, P/Bag X1413, Letaba 0870, Guidance 5-10 (standard) Tel:3031719	987A Nkownkowa, Box 193 Letaba 0870 Tel: 3031976

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SWAZILAND	Ms. Dlamini Alice Ntombikayise	BA	Inspector of preschools Overall supervisors of preschools in the country Min. of Education, Regional Educ. Office P.O. 190, Manzini Tel: 52248/9	POB 1054, Manzini Tel: 54608
THAILAND	Ms. Nophanet Dhamboivorn	Ph.D	Instructor in Dept of ECE Rajabhat Institute Suandusit, Rajsima Road, Bangkok 10300	462 Cholnives 8 Prachachuen Road Bangkok 10900 Tel: 585-7544
"	Ms. Sirikul Kanjanapokin	MS Home Econ.	Manager & Principal of Thepsanit Kindergarten, 56/3 Ekamai 4, Sukumvit 63, Prakanong Klongtoey, Bangkok Tel: 3902638	56 Ekamai 4, Sukumvit 63, Prakanong, Bangkok 10110 Tel: 3920663
TURKEY	Ms. Yildiz Güven	M.Ed., Univ. of Illinois	Lecturer, ECE and SPED for handicapped children, University of Marmara, Ataturk Egitim Fakultesi Okuloncesi Egitimi Ogretmenligi, Goztepe Istanbul Tel: 216-336-3686	Tellikavak Sokak Çamli, Apt.26/1,Daire 46 Erenköy, Istanbul Tel: 216-360-6012

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UZBEKISTAN	Ms. Lola Muminova	Prof.of Pedagogy	Dean Faculty of Special Education, lecturer and researcher Tashkent Pedagogy Instit. named after Nisami, Glinka St. 3, 700064 Tashkent Tel: 55-71-80	Gulabad Street 22-22 700020 Tashkent Tel: 420903
VIETNAM	Ms. Le Thi Duc	BA	Child psych., Researcher curriculum Dev. day care and kindergarten, Research Centre for ECE, 4 Trinh Hoai Duc, Hanoi Tel: 844-8232560	D.12 R.406 Tap The Nam Don Hanoi Tel: 844-8513776
"	Ms. Nguyen Thanh Giang	Post graduate	Expert in ECE curriculum development, teacher trainer, prog. co-ordinator supervisor Department of ECE, 4 Trinh Hoai Duc, Hanoi Tel: 844-8452457	Department of ECE, 4 Trinh Hoai Duc, Hanoi Tel: 844-8452457

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Appendix 2

Course on

Early Childhood Education -
The Young Child with Reading Difficulties

28 April – 21 June, 1996

PROGRAM

The Golda Meir Mount Carmel International Training Center
POB 8111, 31 060, Haifa Israel

COURSE STAFF

Janette Hirschmann	-	Director of the Course
Hava Karrie	-	Coordinator of the Course
Bracha Steiner	-	Social and cultural coordinator
Ida Schlesinger	-	Secretary

DAILY SCHEDULE

Lecture and discussion:

8.30 - 10.00

10.30 - 12.00

13.30 - 15.00

15.30 - 17.00

This schedule is subject to change in accordance with requirements of observation visits, tours and unscheduled lectures.

Meals:

Breakfast:	Monday to Friday	7.30 - 8.00
	Saturday & Sunday	8.30 - 9.00
Snack:		10.00
Lunch:	Monday to Saturday	12.15
	Sunday	12.30
Tea:		15.00
Supper:	The whole week	19.00

APRIL 1996

Sunday 28th

Arrivals

Personal interviews

Introduction to the library (in small groups)

Monday 29th

8.30	Meet with MCTC staff
9.00-9.30	Introduction to MCTC
9.30	Meeting with the House Manager - Ms. Shoshana Levy
10.15	Getting acquainted
14.30	Bus tour of Haifa
17.00	Opening Ceremony

Tuesday 30th

8.00	Depart for visits to: A Day-Care Centre A Family Health Centre
	Return at MCTC for lunch
14.00	Participants' expectations of the course
	Presentation of the program
15.00	Presentation/discussion: **Preschool Education in Israel** - Ms. Janette Hirschmann

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MAY 1996

Wednesday 1st

8.30	Workshop/discussion: **Clarification of reading practices in the participants' countries** - Ms. Yael Lichter, Reading Disabilities Expert, Director, Centre for Improving Learning Abilities - Ms. Janette Hirschmann
10.30	Lecture/discussion: **Geo-political aspects of Israel** - Dr. Ilan Pappé, Lecturer, Haifa University
14.00	Lecture/discussion: **Psycho-motor development** - Ms. Ety Shahar Siman-Tov, Movement Therapist
15.45	contd.
20.00	Opening ceremony

Thursday 2nd

8.30	Lecture/discussion: **Children learn to read** - Ms. Zahava Bigman, Learning Disabilities Therapist; lecturer, Neve Sha'anan Teacher Training College
10.30	contd.
14.00	Participants Talk about their Work (small group discussions)
16.30	Depart for observation visit to see the layout of a kindergarten - Ms. Simha Keshet, Kindergarten teacher
20.00	Introduction to Social and Cultural Activities - Ms. Braha Steiner

Friday 3rd

8.30	Lecture/discussion: **Methodologies for teaching reading** - Ms. Esther Tovli, Learning Disabilities Therapist; lecturer, Oranim Teacher Training College
10.30	contd.
13.00	contd.
15.00	Art Activity - Ms. Janette Hirschmann

Saturday 4th

7.30	Depart for all day tour of Galilee to visit religious and historical sites: Nazareth, Jordan River, Capernaum, Mount of the Beatitudes, Lake Tiberias
Evening	Return to Haifa

Sunday 5th

Open

Monday 6th

9.00	Lecture/discussion: **Development of Language, Literacy and Narrative Skills** - Dr. Rachel Yifat, Director, "MELEL", Language Laboratory
11.00	contd.
13.30	contd.

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Tuesday 7th

8.30	Lecture/discussion: **English as a second language** - Ms. Wendy Desmond
10.30	contd.
14.30	Workshop/discussion: **Developing Cooperative Learning** - Dr. Bruria Schaedel, Expert in Language Arts and Teaching Methods

Wednesday 8th

7.15	Depart for Oranim Teachers Training College
	Lecture on **Teacher Training Curriculum for Kindergarten Teachers** - Ms. Yehudit Ein-Dor, Director of Learning Center of Oranim T.T. College
11.45	Lunch at Oranim T.T. College
12.15	**Art Activity** - Ms. Tamar Hazut, Coordinator, Integrated Arts, Oranim Teachers Training College

Thursday 9th

8.30	Lecture/discussion: **Social and Emotional Aspects and their Impact on Learning** - Dr. Noa Elias
10.30	contd.
13.30-15.00	contd.
15.30	Feedback

Friday 10th

8.30	Lecture/discussion: **Thinking and Language** - Ms. Ruth Nebat-Gal, Lecturer, Oranim T.T. College
10.30	contd.
14.00	Workshop: **Psycho-Motor Development, Sensory Integration** - Ms. Ety Shahar Siman-Tov

Saturday 11th

Open

Sunday 12th

7.30	Depart for all-day trip to the Golan Heights to visit the historical sites

Monday 13th

9.00	Lecture/discussion: **Cognitive Development** - Dr. Noa Elias, Clinical Psychologist
10.30	contd.
13.30	contd.

Tuesday 14th

7.00	Depart for observation visit in Acco **Cooperative learning in the classroom and in the school** - Dr. Bruria Schaedel
14.30	Lecture/discussion/exercise: **Strategies for Teaching Reading** - Ms. Yael Lichter
16.15	contd.

Wednesday 15th

9.15	Lecture/discussion/exercise: **Introducing Changes in Attitudes of Parents and Teachers** - Ms. Rachel Neustadt, Social Worker, Lecturer, Haifa University
11.00	contd.
14.30	Lecture/discussion/exercise: **Strategies for Teaching Reading** - Ms. Yael Lichter
16.15	contd.

Thursday 16th

8.00	Lecture/discussion: **Emotional Abuse of Children and its Psychological Implications** - Dr. Hanita Zimrin, Director "ELI", Israel Association for Child Protection
10.30	contd.
14.30	Participants tell about their work

Friday 17th

8.30	Lecture/discussion: **Emergent Literacy: The Construction of Written Language** - Ms. Ana Sandbank, Lecturer, Beit Berl Teacher Training College
10.30	contd.
13.00	contd.
15.00	Feedback

Saturday 18th

Open

Sunday 19th

Open

Monday 20th

8.00 Lecture/discussion/exercise:
Learning Disabilities
- Ms. Esther Tovli

9.45 contd.

16.30 Lecture/discussion:
Jewish Culture and Traditions
- Ms. Marion Woolf

Tuesday 21st

6.30 Depart for Rishon Lezion to observe the Whole Language Program in Kindergarten/First Grade and other primary school classes

Lunch in Tel Aviv

Visit the Book Kindergarten

Return to Haifa for supper

Wednesday 22nd

8.30	Lecture/discussion/exercise: **Strategies for Teaching Reading** - Ms. Yael Lichter
10.30	contd.
15.00	Lecture/discussion/exercise: **Introducing Changes in Attitudes of Parents and Teachers** - Ms. Rachel Neustadt
16.45	contd.

Thursday 23rd

8.30	Lecture/discussion/exercise: **Strategies for Teaching Reading** - Ms. Yael Lichter
10.30	contd.
13.00	Lecture/discussion: **English as a Second Language** - Ms. Anat Merom,
15.15	contd.

Friday 24th

"Shavuot" - Festival of the First Harvest
(program to be announced)

Saturday 25th

6.30 Depart for Massada and the Dead Sea

Overnight - Guest House "Mashabei Sadeh"

Sunday 26th

7.30	Depart for visit to "Shatil" - Project for training Arab preschool educators
	Return to Haifa

Monday 27th

9.00	Lecture/discussion/exercise: **Strategies for Teaching Reading** - Ms. Yael Lichter
10.30	contd.
14.30	Lecture/discussion: **Parental Involvement** - Ms. Michal Finklestein, Social Worker, Parent Counsellor

Tuesday 28th

7.10	Depart for observation visit of an Enrichment Program to Prevent Learning Disabilities in Benyamina, a development town
	Return for lunch
14.30	Workshop: **Use of Dance and Movement as a Tool for Children with Learning Disabilities** - Ms. Ety Shahar Siman-Tov
16.15	contd.

Wednesday 29th

8.30	Lecture/discussion/exercise: **Strategies for Teaching Reading** - Ms. Yael Lichter
10.30	contd.
15.00	Lecture/discussion/exercise: **Introducing Changes in Attitudes of Parents and Teachers** - Ms. Rachel Neustadt
16.45	contd.

Thursday 30th

9.00	Workshop: **Writing Texts for Children's Books** - Ms. Vered Ginsburg, Lecturer, "MELEL" Language Laboratory
11.00	contd.
13.30	contd.

Friday 31st

8.30	Workshop: **Illustrating Children's Books** - Ms. Hava Gilon, Lecturer, "WIZO" College
10.30	contd.
13.30	contd.
15.00	Feedback

JUNE 1996
Saturday 1st

Open

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Sunday 2nd

8.15	Depart for visit to Gisr-el-Zarka, an Arab village
	Observation/lecture and discussion: **Literacy program for illiterate children** - Ms. Hagit Gor-Ziv, Educational Counsellor
14.00	Depart for visit to Pedagogic Centre

Monday 3rd

8.00	Depart for visit to Learning Disabilities Center
	Return for lunch
14.30	Lecture/discussion: **Parental Involvement** - Ms. Michal Finklestein, Social Worker, Parent Counsellor

Tuesday 4th

8.30	Workshop: **How to Create Wall Charts in the Classroom** - Ms. Janet Gino,
10.30	contd.
13.30	contd.

Wednesday 5th

8.00	Depart for visit to Kibbutz Hahotrim
	Return for lunch
15.00	Lecture/discussion/exercise: **Introducing Changes in Attitudes of Parents and Teachers** - Ms. Rachel Neustadt
16.30	contd.

Thursday 6th

9.00	Workshop: **Writing Texts for Children's Books** - Ms. Vered Ginsburg, Lecturer, "MELEL" Language Laboratory
11.00	contd.
13.30	contd.

Friday 7th

8.30	Lecture/discussion/exercise: **Learning Disabilities** - Ms. Esther Tovli
10.30	contd.
13.30	contd.

Saturday 8th

Open

Sunday 9th

Open

Monday 10th

Special interests, individual study and writing project proposals

Tuesday 11th

contd.

Wednesday 12th

contd.

Thursday 13th

contd.

Friday 14th

contd.

Saturday 15th

6.30 Depart for Jerusalem

Visit: Mount of Olives, Church of All Nations, Church of the Holy Sepulchre, The Jewish Quarter, Bethlehem

Overnight Guest House of Kibbutz Ramat Rachel

Sunday 16th

Visit: The Knesset (Israel Parliament), Holocaust Museum, Israel Museum

Return to Haifa

Monday 17th

8.30	Small group discussions on implementation of innovations or changes appropriate for your home setting
10.30	contd.
13.30	Presentation to the group

Tuesday 18th

8.30	Session of questions-and-answers - Dr. Rina Michalowitz, National Director, Preschool Education, Ministry of Education
10.30	Presentation of projects
13.30	contd.

Wednesday 19th

8.30	Presentation of Projects
10.30	contd.
13.30	contd.
	Art Activity

Thursday 20th

8.30	Re-entry Written evaluations
12.00	Closing Ceremony

Friday 21st

Personal interviews

Departure

SHALOM! HAVE A GOOD TRIP HOME!

Appendix 3

The Golda Meir Mount Carmel International Training Centre
12 David Pinsky St., 34 351 Haifa, Israel

QUESTIONNAIRE

We ask your cooperation and assistance in planning future courses, by filling out this questionnaire, anonymously, in as detailed and frank manner as possible.

Thank You!

* * * * * *

1. Previous information on the course:

1.1 How did you find about this course?

- Through friends [4]
- Through my employer [11]
- Through the Israeli Embassy [8]
- Others (please specify) [ ] UNICEF, OAS, THAI GOVT.

1.2 Who took the initiative for you participation in the course?

- I myself [11]
- My employer [7]
- My government [7]
- Others (please specify) [ ] UNICEF, OAS

1.3 Did you receive an adequate description about the course?

Yes [23] No [1]

1.4 When did you find out that you were accepted for the course?

- 4 weeks or more before the course [15]
- 3 weeks [5]
- 2 weeks [2]
- 1 week or less before the course [5]

2. CONTENTS AND STRUCTURE
Components

	RATING				
	Very High	High	Aver.	Low	Very Low
2.1 Course Content	5	22			
2.2 Quality of Instruction	3	24			
2.3 Quality of Teaching Material	4	19	4		
2.4 Professional Visits	11	15	1		
2.5 Staff Assistance for Final Project	4	16	3		
2.6 Language Proficiency of Lecturers	4	12	11		
2.7 Group Composition	8	17	1	1	
2.8 Social Program	13	10	4		

2.11 Please indicate your opinion on the professional level of the course for your needs, by marking "X":

Too high [1] Just right [26] Too low [ ]

2.12 Please indicate subjects or field trips which according to your opinion should be added or dropped from the curriculum:

_____

_____

_____

2.13 Comments on part two:

_____

_____

_____

3. CONDITIONS AND FACILITIES

	RATING				
	Very High	High	Aver.	Low	Very Low
3.1 Accommodations	4	12	11		
3.2 Food		12	14	1	
3.3 Opportunities to meet Israelis	5	13	5		
3.3.1 Home Hospitality	8	11	7		
3.3.2 Special Interests	10	11	6		
3.4 Study Facilities - Library	4	11	10		
3.4.1 Classrooms	5	14	8		
3.4.2 Audio-Visual Equipment	8	14	5		
3.5 Medical Care		7	9	4	

3.6 Comments on part three